DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Warwick East State School
Queensland State School Reporting
2013 School Annual Report

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Principal's foreword

Introduction

Warwick East State School Annual report features a brief description of our history, our facilities, our curriculum offerings, our behaviour code and our extra-curriculum offerings. Data is included on enrolment trends, class sizes, disciplinary suspensions, parent and student opinion surveys, parental involvement in the school and the school's environmental footprint. In addition information is included on our staff qualifications, involvement in professional development and attendance rates. The performance of our students on the Nationwide 3/5/7 Literacy and Numeracy (NAPLAN) tests is highlighted in the 'Performance Of Our Students' section.

School progress towards its goals in 2013

The five central pillars of Warwick East's 2013 School Annual Improvement Plan are set out below.

1. School and student performance

- Continue Embedding LEAD 21 Strategies, skills and pedagogy across P-7 and Seven Steps to Writing Program.
- Maintain LEAD 21 steering committee and resource with planning time
- Review WESS school wide reading program and consistent use across P-7. Emphasise school wide decoding in reading strategies. School wide other KLA programs and Spelling Policy.
- Review School Assessment Planner and Regional benchmarks
- Introduce PROBE and PM test in term 1 and 3 to the internal assessment program to supplement Reading data.
- Review NAPLAN Data items for high and low achievement. Action plans developed for broad school strategies in place with term reviews.
- Review internal Reading and Maths data for class and individual planning and goal setting. School goals/ Regional benchmarks

- Apply DETE attendance policy. Continue Roll marking on One School
- ISP for all Indigenous students and support program. Continue online OLLIE UP lessons with T-Aide supervisor and plan to expand to other students. Include parents to visit program
- Embed the Regional Charter of Expectations in practice and communicate principles to community.

2. Implementation of National Curriculum

- Teachers supported in implementation of C2C through planning sessions with HOC. Whole day planning sessions each term.
- Implement P-12 Curriculum Assessment and Reporting Framework
- Support in reflection on unit plan with Principal
- Moderation meetings. Internally once per term. Cluster twice per year.
- PD sessions scheduled twice per term in weekly Teacher meetings
- Resourcing for C2C units and infrastructure. IWB, Science, Maths, English, History kits.

3. Staff Development & Performance

- Principal Development plan negotiated and implemented with ARD.
- Principal to participate fully in regional MAP program.
- Staff Developing Performance Plans completed and reviewed.
- Develop Admin Team coaching, feedback, mentoring skills
- Twice term class visit by principal and following feedback/ coaching.
- Observation and feedback by HOC to review elements of explicit teaching in 'warm ups'.
- Maintain PD focus on Implementing C2C and Australian Curriculum (Preparing for Geography in 2014).
- Maintain focus on writing through 7 Steps to Improved Writing
- Maintain focus on ICT skills to support C2C implementation through workshops with HOC.
- Complete Pedagogical Framework by end 2013
- Implement Regional Explicit Teaching Plan beginning in term one and expanding through 2013. Embed 16 elements into practice.
- Build staff capacity in behaviour through school review of data and involvement in Tier 1 SWPBS training.

4. Community confidence

- Begin process for introduction of SWPBS.
- Analyse Annual Opinion surveys. Formulate action plans and reviews.
- Maintain and regularly update the School Website
- Finalise community projects. Prep cubby and oval irrigation.
- Hold BBQ for new Families, other school / community functions, graduation dinner, School dance, East Extravaganza, sports days, volunteer days, grandparents day, NAIDOC week etc.
- Conduct parent Information sessions. Term 1 class meetings, class newsletters, LEAD 21, C2C. Explicit Teaching, Courtesy calls
- Maintain term one Interim Report Card to increase communication with families.
- Complete Learning and Wellbeing Framework strategies.
- Implement Parent and Community Engagement Framework.
- Complete Quadrennial school review and Curriculum Teaching & Learning Audit with updated school strategic plan.
- Chaplain Support Activities including Breakfast Club

5. Priorities from Strategic Plan

- Improve Literacy standards with emphasis on reading and writing
- Increase staff use of technology
- Increase use of internal and external data to guide action plans

All the above AIP actions were completed in 2013. Improvements are continuing in teacher observation and coaching interactions. Observations, feedback and coaching focussed on the 16 elements of Explicit Teaching with a highlight on "Warm-Ups". The behaviour management and data review led to plans to

embrace the renowned School Wide Positive Behaviour Support strategy in 2013/14. The resourcing directed towards the implementation of the Australian Curriculum in terms of professional development, ICT infrastructure, physical resource class kits and teacher support during the unit planning phase enhanced the introduction of this new curriculum and prepared the environment for the addition of future curriculum areas.

Future outlook

Areas for School Improvement in 2014

Priority 1. Reading
Strategy: Embed LEAD 21 and QAR teaching of Reading Comprehension Strategies. Ensure consistent school-wide teaching of LEAD 21 and QAR.
Strategy: Embed LEAD 21 and QAR teaching of Reading Comprehension Strategies through School based PD and Induction Program.
Strategy: Embed LEAD 21 and QAR teaching of Reading Comprehension Strategies through teacher led committee structure.
Strategy: Maintain development of school wide approach to explicit teaching of Jolly Phonics and Out and About sight words (Prep) and No Excuse sight words (Year 1 - 7).
Strategy: Continue Project 600 reading lessons
Strategy: Maintain School based reading assessment program using PM Benchmarks, PROBE, PAT R, Early Start data including analysis of trends in strengths and weaknesses for teaching purposes and using data generated for differentiation of teaching and goal setting

Priority 2. Writing
Strategy: Develop and document school approach to the explicit teaching of Spelling.
Strategy: Embed and ensure consistent use of WESS Seven Steps to Writing.
Strategy: Utilise whole school approach to analysing and comparing writing samples from Term 1 and Term 4 using same task and criteria sheet to establish student improvement.
Strategy: Maintain analysis of NAPLAN writing data to establish improvement strategies as well as school and individual goals.

Priority 3. Numeracy
Strategy: Review Teaching Strategies in Numeracy.
Strategy: Review data collection, benchmarks and targets.
Strategy: Maintain School based Numeracy assessment program using PAT M, I Can Do Maths and Early Start data including analysis of trends in strengths and weaknesses for teaching purposes and using data generated for differentiation of teaching and goal setting
Strategy: Maintain analysis of NAPLAN Numeracy data to establish improvement strategies as well as school and individual goals.

Priority 4. Science
Strategy: Audit teaching Resources and develop an Acquisition plan.
Strategy: Utilise outside agencies such as Landcare and Hermitage Research Station.

Priority 5. Retention
Strategy: Differentiate individual student learning to enhance learning experience.

Strategy: Utilise PACE strategies to improve parent engagement in school activities.
Strategy: Introduce new School Wide Positive Behaviour Support program to develop greater consistency in proactive and explicit teaching of behavioural strategies, including a shared language throughout the school.
Strategy: Investigate the opportunities of engaging pre-prep students and parents in a weekly playgroup.
Strategy: Maintain current communication and promotion strategies while exploring new opportunities to enhance communication between school and home.

Priority 6. Attainment
Strategy: Implementation of the Regional Charter of expectations
Strategy: Implement recommendations from the Teaching and Learning Audit

Priority 7. Transition
Strategy: Use Flying Start resources to facilitate a successful transition. Participate in all cluster transition initiatives.
Maintain good communication between school and home and school and high School.
Strategy: Participate in all cluster transition initiatives. Maintain good communication between school and home, school and high School and cluster.
Strategy: Explore whole school transition activities, e.g. transition day during the last week of school, including pre-prep students. Initiating a play group to improve transition to Prep.

Priority 8. Attendance
Strategy: Review best practice strategies in improving attendance strategies.
Strategy: Implement collaboratively negotiated strategy by the end of semester one.
Strategy: Implement Education policy and protocols for attendance.

Priority 9. Closing the Gap between attendance and outcomes of indigenous and nonindigenous students
Strategy: Deliver Crossing Cultures and Hidden Histories Inservice to all staff
Strategy: Deliver Inservice in strategies for Embedding Aboriginal and Torres Strait Island Perspectives into the teaching/learning program. NAIDOC celebrations. Continue Indigenous parents information session and morning tea.
Strategy: Continue Individual Support Plans and designated Teacher-Aide weekly support.
Strategy: Use of individual data to inform differentiation for Indigenous students.
Strategy: Continue to improve communication and engagement through the PACE strategies and school PACE committee.

Priority 10. Explicit Instruction
Strategy: Continue to build teachers/ teacher Aides knowledge of the elements of Explicit teaching through external and school based professional development.
Strategy: Utilise input from Pedagogical Coach to enhance adoption of and teacher skills in all elements of explicit teaching
Strategy: Utilise coaching and feedback strategies from the Warwick East Pedagogical framework to develop teaching skills.

Priority 11. Coaching and Feedback
Strategy: Conduct individual performance development conversations and reviews annually
Strategy: Utilise strategies from GROW model outlined in the Pedagogical Framework including observations and feedback/coaching conversations observing appropriate protocols.
Strategy: Work towards collegial observations/feedback/coaching and peer mentoring

Priority 12. Purposeful Use of Data
Strategy: Review Assessment Framework and data storage processes (student folios).
Strategy: Embed cluster and school based moderation processes to ensure internal and external consistency of making judgements

Strategy: Build a process that allows the school to respond to progress towards bench marks and targets. Data walls. Five week data reviews. Data discussions with admin, colleagues
Strategy: Maintain school based assessment program including analysis of trends in strengths and weaknesses for teaching purposes and using data generated for differentiation of teaching and goal setting for school, class and individuals

Priority 12. Purposeful Use of Data
Strategy: Analysis of data such as NAPLAN, Opinion Survey, School Profile Data and other school based data to inform action plans including term review of behaviour data to direct SWPBS strategies.
Strategy: Resourcing decisions are based on consideration of available data. Eg Teacher-Aide allocation.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013: **Prep Year - Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	308	145	163	87%
2012	248	118	130	87%
2013	237	109	128	87%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Year levels offered Prep-7

Coeducational

Situated in the eastern suburbs of Warwick on the Condamine River, our school provides a co-educational education from P to Year 7 for 250 students from Warwick as well as the surrounding rural area. The school has a long history dating back to 1850. The National School Building, one of the original buildings is the oldest public school building in Queensland still being used and is heritage listed. Classrooms are a mix of new modular rooms as well as refurbished rooms in older buildings. A Special Education Unit caters for students with disabilities. Other facilities include a science/art room and tuckshop.

Warwick East is situated on picturesque, spacious grounds that include extensive playground equipment under shade, spacious playing fields, practice cricket pitch, multi-purpose court, undercover play area (600square metres) and tennis practice board. Warwick East School has modernised its facilities through the federally funded Building the Education Revolution and National School Pride programs in 2011/2012. These funds have provided a state of the art resource centre, enhanced our undercover play area (HANGAR) so that it can be used for a wider spectrum of activities over a wider spectrum of conditions including night time and wet conditions and renovations in most classrooms to facilitate extended use of ICT resources and laptops and enhanced storage space with new whiteboards/corkboards. In 2013/14 a modern, purpose built Early Education Centre was added to our facilities.

Our school caters for between 240 and 250 students from the Warwick town as well as from the surrounding rural areas with enrolment trend showing a slight increase. A wide range of students attend our school. An itinerant component is evident as well as a large number of families that have had a connection with our school over many generations. An indication of transience can be determined by examining the 2013 cohort of year 7 students. About 34% have been at East School since Preschool. 54% of this year level have been enrolled at Warwick East for three years or less while 41% of this cohort have been enrolled for two years or less. Attendance levels for the majority of students are high. In 2013 approximately 3% of our students' parents were employed in senior management/ professional roles, 12% in other business or management roles, 22% in trades/clerk/sales or service roles, 40% engaged in machine operation/hospitality staff/labourers positions with a further 23% not in paid work in the last 12 months.

Approximately 10% of our students have indigenous backgrounds and less than 1% speak languages other than English at home. A below average ICSEA rating will attracted increased T-Aide funding for Prep classes in 2013.

Our school at a glance

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	21	18
Year 4 – Year 7 Primary	24	23	23
Year 7 Secondary – Year			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5	19	11	11
Long Suspensions - 6 to	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our school bases its curriculum on the Key Learning Area Syllabuses of Education Queensland, from these syllabi, our school provides a curriculum structured around:

English – Australian curriculum in 2012

Mathematics - Australian curriculum in 2012

Science - Australian curriculum in 2012

History - Australian curriculum in 2013

Geography - Australian curriculum in 2014

Single KLA units include Technology, SOSE, The Arts and Health/Personal Development strands

Physical Education – Specialist Teacher

Music – Specialist Teacher

Languages Other Than English (Years 5, 6 and 7) – Specialist Teacher - The current language of study is Japanese.

Literacy, Numeracy and ICT skills are embedded throughout all learning areas.

Students with Disabilities

Inclusivity and a safe and supportive school environment are ensured for Students with Disabilities at Warwick East State School, through the adoption of our vision statement. All students engage with the Australian Curriculum, with varying levels of support. Support may be in the form of adjustments to curriculum, pedagogy and assessment by the classroom teacher, specialist teacher and/or teacher aide support within the classroom, a modified program across particular learning areas delivered with the Special Education Unit, or a fully supported and modified program in the Special Education Unit. Student needs are identified through rigorous data collection and meetings with relevant stakeholders, before an Individual Learning Plan is developed by the Learning Support Team, to meet the individual learning needs of the students. Technologies, such as iPads and interactive whiteboards, are used extensively to support and promote student engagement and learning.

As well as the learning areas from the Australian Curriculum, students in the Special Education Unit access programs to support their personal and social development, through programs such as:

Social group programs

Self-regulation programs

Horse riding

Hydrotherapy

Access to various community services (such as the town library)

Behaviour Management

Our managing student behaviour program is based on a set of shared values that is integral to living and learning in our school community. The approach aims to assist students in becoming responsible thinkers and doers who aim to 'balance up' the consequences of behaviour choices to achieve what they want in a socially acceptable manner.

External surveys of students and parents attest to this approach improving the inclusive and socially just climate of the school.

Through explicitly teaching the School's expectations to all students in the school in weekly lessons, the teaching staff members aim to teach positive independent behaviour, so that students learn appropriate ways to behave with all people in all situations. Our values and expectations have been developed by staff and the school community and are organised around the 4B's expectations: Be Safe, Be Respectful, Be A Learner and Be Responsible. Throughout 2013 a planning group consisting of staff and parent representatives worked through a process to utilise the principles of the research based School Wide Positive Behaviour Support strategy as the foundation for school-wide behaviour management from 2014 onwards.

Extra curricula activities

School Captains and House Captains

Students are actively supported and encouraged to take on leadership roles in the school. Positions are available for Year 6 and 7s as house captains and school captains. Leaders assist with parade, introducing and thanking guests, playtime responsibilities with sports equipment and behaviour supervision and play a major role in school sports carnivals.

Student Council

The Student Council provides students with the opportunity to take an active role in the management of the school. Representatives are selected from each class group consisting of Grades 4, 5, 6, and 7. Student

council members are involved in fund raising days, and community events such as “Jumpers and Jazz.”

Athletics Carnival

- The Inter-house Athletics Carnival is held in early Term 3. An Interhouse Cross Country event was very successfully added to our sports program in 2010.

Swimming Carnival

- The Warwick East State School Inter house Swimming Carnival is held in early February**.**

Swimming Lessons

- All students from Warwick East school have the opportunity to participate in swimming instructions, conducted at the Warwick Indoor Recreational and Aquatic Centre in Term 4.

Art Gallery

- There is an annual display of student work from Warwick and District Schools in May.

Concerts

- The combined Warwick Primary School Instrumental Music Concert is held in November of each year. East Extravaganza concert showcases the work of our instrumental music and choral programs. Music students attend music camps and special days such as TYME in Toowoomba, Showcase and Fanfare.

Excursions

- To a variety of destinations are arranged throughout the year.

Camps

- Year 6 students attend Tallebudgera Camp each year.

Interschool Sport

- Students in year 4-7 engage in a range of interschool sports including Cricket, Softball, T-ball, Netball, Hockey, Rugby League, Football, Cross Country, Ball Games, Swimming, Athletics and Cross Country. Opportunity exists within all of these sports (and others) for district, regional and state representation.

Active After School Communities

- Students in years four to seven are able to access sporting opportunities through the Federally funded Active After School Communities program that operates with trained coaches two afternoons per week. A different sport is coached each afternoon with the two sports running for an eight week program which changes each term. Many students make the most of this opportunity.

School Choir

- Taught by a specialist teacher with weekly practice and performs at a variety of functions each year.

Instrumental Music

- Program includes strings, and concert bands taught by 2 specialist teachers. Combined band practice is weekly before school then students have individual or small group lessons during the day with their specialist instrumental music teachers. Students attend music camps each year. Bands perform at school on special occasions and a number of venues and events throughout the year.

Warwick Show

- Students enter art work, projects, etc in show competitions

Enrichment Program

- Incorporated through inclusion in general planning and overseen by teachers with an interest in Gifted and Talented Education and the Special Needs Action Committee. Special programs are run annually in accordance with available resources. Regional extension camps are made available to students. Students participate in UNSW testing programs and competitions including the Warwick High School

Reading Challenge.

- A popular and engaging daily lunchtime program operates at East to include interested students in environmental activities such as worm farming, chicken raising, gathering food scraps for composting, growing a variety of plants and flowers and other activities.

How Information and Communication Technologies are used to assist learning

Classroom teachers have been responsible for delivering ICT lessons during 2013 with the focus on ICTs as being integral to student learning throughout all KLA's. The computer lab / library timetable has been arranged so that a whole class can go to the area at one time. Computers in classrooms are also used every day. Teachers have planned ICTs following the needs of the C2C units of work, the Essential Learnings and the ICT Student Expectations for the various year levels. Professional Development for all staff has been provided on a needs basis so they may enhance their skills in a particular area. The acquisition of staff laptops late in 2009 then replacements in 2013 has given a boost to the opportunities available to all staff in providing ICT rich learning experiences which have been expanded throughout 2013 with the teachers' utilisation of the ICT resources embedded in the C2C units. Other technologies including IWBs/data projectors, iPads, cameras, flip cameras are well stocked and used to enhance learning experiences. Teaching staff in the lower grades who use the interactive whiteboards have continued to develop their skills with experimentation and peer tutoring. Software titles continue to be added to the school network with a suite of easier word processing and publishing titles for the younger year levels being a major purchase. 2013 has seen a major shift in the confidence and expertise of teaching staff using ICTs as data projectors and other infrastructure were purchased, allowing optimum teacher laptop use in classrooms in the teaching context.

Social climate

The social climate of our school is especially important to us. At Warwick East we believe in a commitment to quality learning outcomes and relationships. We strive to support students to achieve their best in our academic, social, cultural and sporting programs, guiding them to fulfilling experiences, while preparing them for the future. This is reflected in our school motto and school values.

"At Warwick East State School we believe that children '**learn to live and live to learn'** through being at school every day, always trying their best, being **safe**, **respectful** and **responsible**."

We believe this happens when the whole community strives to exhibit effective and positive relationships between teachers, teacher aides, auxiliary staff, students, parents, volunteers and community members, based on our school's values. In 2013 Warwick East enjoyed the services of a school chaplain two days per week who partnered with our school, community support organisations and local churches to support children and families. The Chaplain organised Breakfast club, was proactive in class and individual support programs as well as provided appropriate reactive support. Volunteers provide many lunch support programs with individual students and groups. Throughout 2013 volunteers were encouraged to support students in reading. At Warwick East we employ the highly regarded PIKAS process or Method of Shared Concern for behavioural instances that involve bullying.

Parent, student and staff satisfaction with the school

Information contained in the 2013 annual opinion surveys data for students, parents and staff set out in the tables below indicates a high level of satisfaction for most items including some key items registering100% satisfaction. Each year the data from the annual surveys is analysed,

successes celebrated and action plans put in place to address lower items. Most parent items saw growth from the 2012 survey. Of the thirteen 2013 student items eight showed improvement, one stayed the same and small drops were noted in four opinion items. Pleasing gains were made in parent and student opinion of high teacher expectation and useful student feedback. Staff opinion items were generally high with the lowest items centring around useful feedback, staff support and managing student behaviour. With the introduction of SWPBS behaviour management strategy in 2014 and increased observation, feedback and coaching opportunities these lower items will be addressed in the 2014 Improvement program.

Performance measure *(Nationally agreed items shown*)*		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	94%
this is a good school (S2035)	94%	97%
their child likes being at this school* (S2001)	94%	97%
their child feels safe at this school* (S2002)	91%	100%
their child's learning needs are being met at this school* (S2003)	97%	100%
their child is making good progress at this school* (S2004)	97%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his/her school work* (S2006)	97%	100%
teachers at this school motivate their child to learn* (S2007)	94%	94%
teachers at this school treat students fairly* (S2008)	91%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	100%	97%
this school takes parents' opinions seriously* (S2011)	91%	94%
student behaviour is well managed at this school* (S2012)	77%	94%
this school looks for ways to improve* (S2013)	100%	97%
this school is well maintained* (S2014)	100%	100%

Performance measure *(Nationally agreed items shown*)*		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	89%
they like being at their school* (S2036)	83%	83%
they feel safe at their school* (S2037)	91%	89%
their teachers motivate them to learn* (S2038)	92%	98%
their teachers expect them to do their best* (S2039)	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	96%
teachers treat students fairly at their school* (S2041)	87%	91%
they can talk to their teachers about their concerns* (S2042)	92%	91%
their school takes students' opinions seriously* (S2043)	90%	89%

student behaviour is well managed at their school* (S2044)	80%	85%
their school looks for ways to improve* (S2045)	96%	98%
their school is well maintained* (S2046)	96%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	98%

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	89%
staff are well supported at their school (S2075)	86%
their school takes staff opinions seriously (S2076)	94%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	92%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

We encourage parents to become heavily involved in their child's education through the principles of the Parent and Community Engagement Framework. At the start of the year Parent Information sessions are organised by all class teachers where the class programs are outlined and parent questions answered. Parents are encouraged to participate in school and class activities. Formal Parent/Teacher interviews are held after term one and at the end of semester one each year. Parents are closely involved in completing their students' individual support programs.

Community participation is also welcomed as our school endeavours to provide a curriculum which is engaging and relevant. Our community actively participates in the school through attendance at monthly Parents and Citizens meetings, SWPBS monthly meetings, tuckshop, fund-raising and classroom / co-curricular activities such as excursions, camps and East Extravaganza Concert. Riding for the disabled involves close cooperation with staff, parents and community organisations. Our school actively participates in community events e.g. ANZAC Day, Jumpers and Jazz in July, Warwick Show and Rodeo. A parent information session is held during Education Week and enrolment days and sessions have been conducted annually to discuss Embedding Indigenous perspectives in the curriculum.

Weekly newsletters, school webpage, scheduled student-teacher interviews and regular contact enable enhanced communication between school and home. 94% of parents surveyed in 2013 felt the school takes their opinions seriously, while 100% felt that they could talk to their teachers about their concerns.

Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns

A bank of 24 solar panels attached to block A and the installation of energy efficient light tubes throughout the school contributed to the reduction of our environmental footprint. Warwick East School recycles paper and aluminium cans and has had a number of water tanks installed to reduce our town water usage. Extra tanks added through the BER project in 2011/2012 contributed to reduced dependence on town supplied water. Information made available through the local council on recycling is provided to year 6 and 7 classes.

A school garden was commenced in 2011 to teach students more about recycling and sustainability in 2013 and beyond. Parents contributed funds to the garden which now includes a chicken coop with a small number of chickens and a variety of gardens. This program has gained strong momentum with students of all ages engaged each lunch time in a range of environmental activities including worm farming and composting. A successful grant submission to water the school oval with recycled water was submitted in 2012 and work was completed on this project in 2013.

A staff member is designated to oversee school sustainability issues. The consumption of water and power has been impacted by high levels of usage in the construction of the BER projects and in the clean-up response to the 2010/11 and 2013 floods and in the construction of the new early year's precinct in 2013/14.

Our school at a glance

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	84,127	2,986
2011-2012	115,068	2,266
2012-2013	116,994	2,070

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

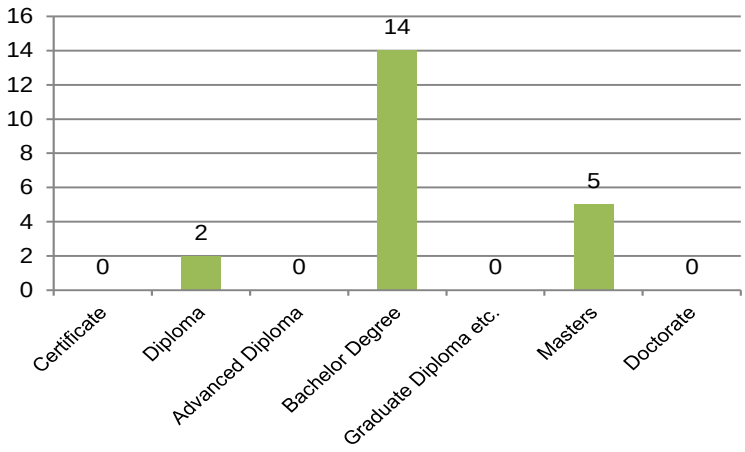
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	21	19	0
Full-time equivalents	18	12	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	
Bachelor Degree	14
Graduate Diploma etc.	
Masters	5
Doctorate	0
Total	**21**



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were $14 7000 for teaching staff and $2 300 for non-teaching staff.

Professional development consists of in school and out of school sessions. PD is designed to meet personal, school and systemic goals through personal development plans, school AIP and EQ priorities. In 2013 the main PD priorities were around introducing the Australian Curriculum, introducing SWPBS and

meeting the planning and ICT requirements of the C2C suite of resources.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

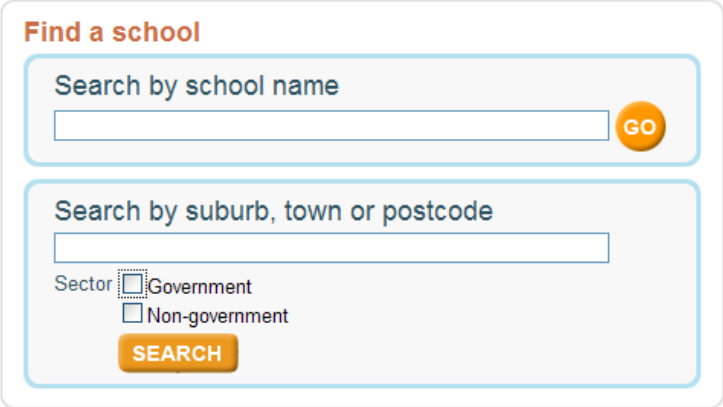
Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**



Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	91%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

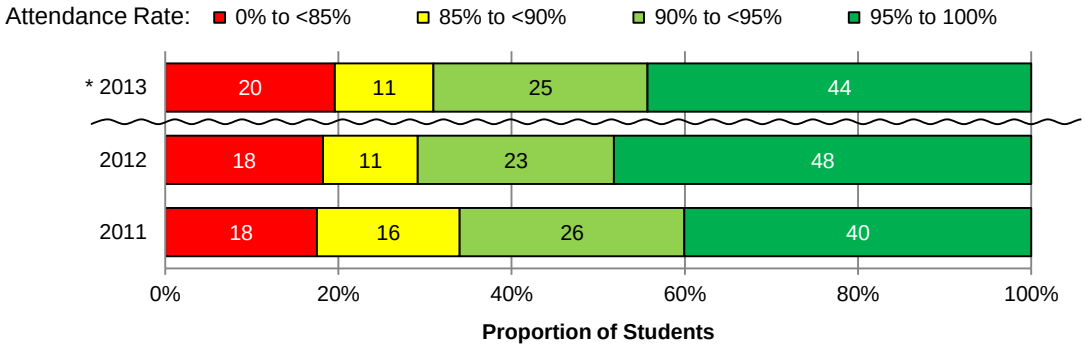
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	92%	92%	91%	91%	94%	90%	90%					
2012	90%	93%	92%	91%	94%	94%	88%					
2013	91%	89%	93%	90%	91%	94%	90%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

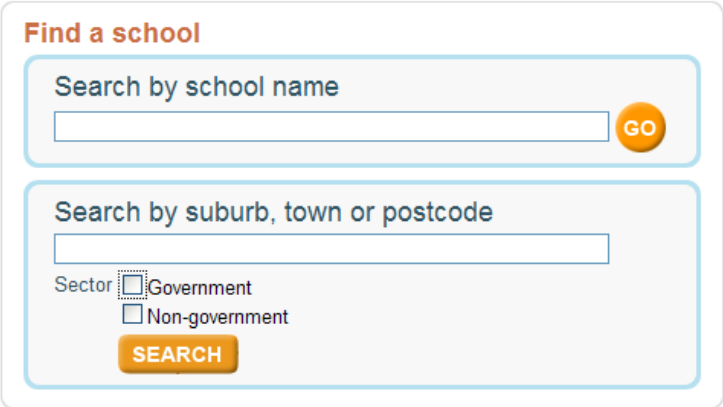
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked at the beginning of the school day and directly after lunch on One School through the teachers' laptop. Late students report to the office for a late slip. Teachers alert office if a student has three days absence. Office conducts a weekly absenteeism check through One School, alerts principal and then office checks by phoning parents. Written notifications are sent home for continued absences reminding caregivers of DET policy on attendance and seeking interviews to discuss the absences and issues around attendance. Encouraging attendance is done through the weekly newsletter, report card notification, and recognising high attenders through weekly parade and newsletter

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school' text box.**



Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

Approximately 30 students who identified as Indigenous attended Warwick East State School in 2013. NAPLAN data below records the achievement gap between enrolled Indigenous students at Warwick East and Non-Indigenous students. In year 3 reading, writing and numeracy the achievement gap with Non Indigenous students shows the gap at Warwick East being smaller than Regional and State results with improvements shown from 2012 data. Year 5 2013 NAPLAN results showed a smaller gap for Indigenous students at Warwick East in writing and numeracy but a larger gap in reading outcomes when compared with Regional and State data. One Indigenous student participated in the 2013 year 7 NAPLAN assessments. The attendance rate for Indigenous students in 2012 was given as 90.4%, Non Indigenous as 91.4%. Indigenous attendance was up from 87% in 2011. The 2012 attendance rates were in line with state-wide attendance rates.